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ABSTRACT

The language sequencing packet is designed to be used as the basis for a brief inservice workshop to provide teachers with ideas, suggestions, and materials for remediating a student's inability to sequence words into sentences. Included are a sample prescription form; information on Dial-A-Sentence, an instructional material designed to help students put words in the proper sequence by means of matching; and reinforcement activities for remediation in the defined deficit area. It is noted that the information comes in part from articles and ideas submitted by special educators. (SBH)

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LANGUAGE SEQUENCING -WRITING SENTENCES-

DEVELOPED BY:

FLRS/CROWN
SERVING

CLAY, DUVAL, NASSAU AND ST.JOHNS COUNTIES

DUVAL COUNTY, JACKSONVILLE, FLORIDA

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INTRODUCTION

The Language Sequencing Packet is designed to be used as the basis for a brief inservice workshop to provide teachers with ideas, suggestions, and materials for remediating a student's inability to sequence words into sentences. In addition, it is constructed in such a way that it can be used by an individual teacher for such remediation in her classroom without the workshop training.

A sample prescription form is included to help the teacher focus in on a specific deficit. Further, an example of a completed Dial-A-Sentence allows teachers to see and make this material for their classrooms. The related activities provide follow-up and additional suggestions which all attempt to remediate the defined deficit area.

The information contained herein has been collected over a number of years from a variety of sources: articles, and ideas submitted by special educators which they themselves originated or found useful....clipped from various publications, handouts from University courses and consultants, etc.

We regret that, due to the means by which these ideas were collected, the original authors are not always credited as this information was not available to us.

The FLRS/Crown Staff wishes to acknowledge the contributions of FLRS/Alpha for the Dial-A-Sentence activity, and Louise Wilson (EMR Area Specialist from Duval County) for identifying the need for such a packet and suggesting its construction.

FLRS/CROWN
JACKSONVILLE, FLORIDA

SUMMER, 1975

PRESCRIPTION FORM

NAME _____ BIRTH DATE _____

DEFICITS OR WEAKNESSES:

LANGUAGE: Inability to sequence words in a sentence; Inability to construct and write a complete sentence when given specific words.

MATH:

EMOTIONAL/SOCIAL:

PHYSICAL/MOTOR:

PREVOCATIONAL:

OBJECTIVE: Given 10 Dolch words, dictionary and/or reading books, students will correctly write a complete sentence using eight of the ten words given.

PRESCRIPTION: Practice matching words with pictures and sequence into a sentence. Copy sentences from dictionary or reading book. Use Dial-A-Sentence and other word games. Responding to questions in a complete sentence.

DIAL-A-SENTENCE

DOLCH WORDS

PERFORMANCE OBJECTIVE

The student will put words in proper sequence by means of matching. He will demonstrate his ability to follow directions by reading the sentences and by proceeding to do as directed.

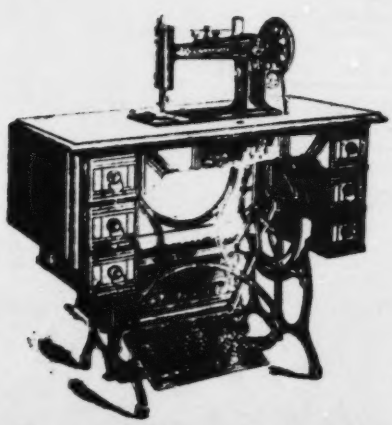
DESCRIPTION OF DIAL-A-SENTENCE

The set consists of ten wheels with words.

DIRECTIONS

Start with the first number word on the small circle. Match it to the same number word on the outer ring of the large circle. Write the word showing in the window. To find the second word match the second number on the small circle to the same one on the outer ring of the large circle. Write the word showing in the window. Continue in like manner until all of the numbers on the small circle has been matched with the numbers on the outer ring of the large circle. The words will form two sentences.

Read the sentences. Do as directed.



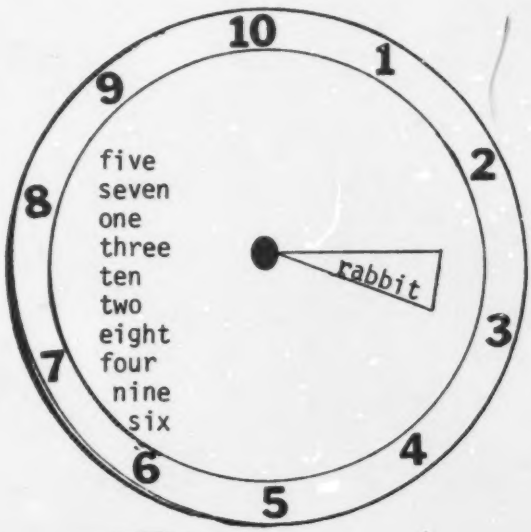
make
it

SAMPLE WHEEL

MATERIALS

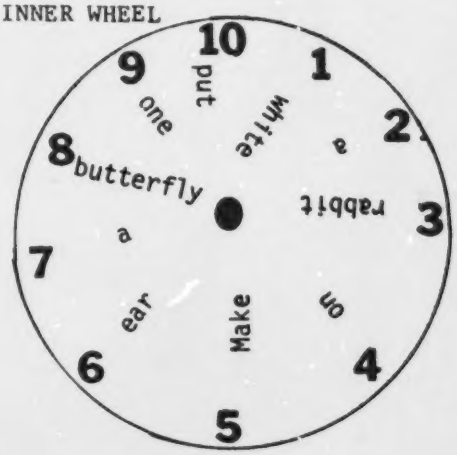
1. two poster board wheels about 12" and 10" in diameter.
2. brass brad or fastner.

WHEEL #1



OUTER WHEEL

INNER WHEEL



Make a rabbit. Put a butterfly on one ear.

INSTRUCTIONS FOR DIAL-A-SENTENCE

STUDENT WORKSHEET ON FOLLOWING PAGE

1. The student selects a wheel and write it's number of the worksheet.

2. The student copies words from the wheel to form sentences, writing the sentences on blank lines.

3. The student follows the directions given in the two sentences, making his drawing in the empty box.

DIAL-A-SENTENCE

card number _____

DIAL-A-SENTENCE

	WHITE CIRCLE	LARGE COLORED CIRCLE
1.)	Five	Make
	Seven	A
	One	White
	Three	Rabbit
	Ten	Put
	Two	A
	Eight	Butterfly
	Four	On
	Nine	One
	Six	Ear
2.)	Five	Make
	Ten	A
	Three	Tall
	Seven	Tree
	One	Put
	Six	Five
	Nine	Blue
	Two	Birds
	Eight	In
	Four	It

3.) Four ..... Make

Eight ..... A

Six ..... Big

Two ..... Hill

Five ..... Put

Ten ..... Tall

Nine ..... Green

One ..... Grass

Seven ..... On

Three ..... It

4.) Five ..... Make

Three ..... A

Two ..... Brown

Six ..... Box

Nine ..... Put

Seven ..... One

Ten ..... Yellow

One ..... Ball

Eight..... In

Four ..... It

5.) Three ..... Make

Five ..... A

Seven ..... Round

Two ..... Table

Nine ..... Put

Six ..... Three

Four ..... Black

One ..... Hats

Ten ..... On

Eight ..... It

6.) Two ..... Make

Nine ..... An

Five ..... Orange

Three ..... Truck

Eight ..... Put

Four ..... Nine

Seven ..... White

Ten ..... Ducks

One ..... In

Six ..... It

7.) Seven ..... Make

Nine ..... A

Ten ..... Flower

Three ..... Garden

Six ..... Put

One ..... Four

Four ..... Brown

Two ..... Chickens

Eight ..... In

8.) Three ..... Make

Eight ..... A

Five ..... Green

One ..... Coat

Six ..... Put

Ten ..... Six

Nine ..... Round

Four ..... Buttons

Seven ..... On

Two ..... It

9.) Four ..... Make

Five ..... A

Two ..... Horse

Seven ..... Put

Eight ..... A

Six ..... Barn

Nine ..... In

One ..... Back

Ten ..... Of

Three ..... Him

10.) Four ..... Make

Ten ..... A

Two ..... Blue

Seven ..... Door

Six ..... Put

Eight ..... Two

One ..... Little

Three ..... Windows

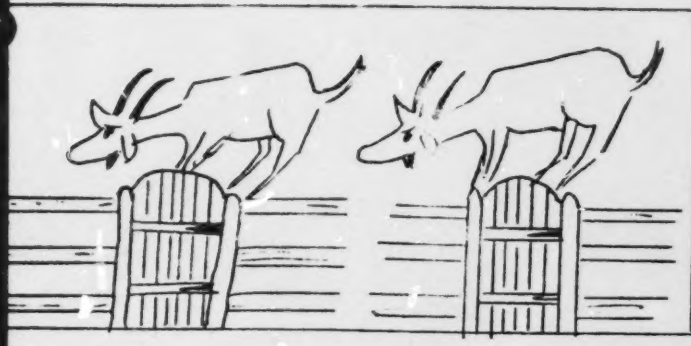
Nine ..... In

Five ..... It

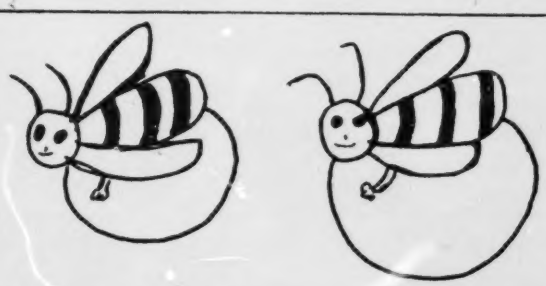
THE	THE
ON	IS
BIB	CAT

HAT	THE
PIG	IN
THE	IS

THE	IS
WIG	CAT
ON	THE

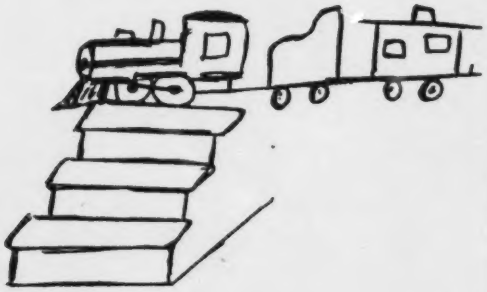


GOATS	THE
GATES	ARE
THE	ON



THE	ON
BEADS	ARE
BEES	THE

THE	IS
NAIL	THE
SNAIL	ON



STEPS	IS
TRAIN	ON
THE	THE

BAG	THE
ON	IS
BUG	THE

HUT	HAT
IS	ON
THE	THE

COP	CUP
ON	IS
THE	THE

COOK UP A SENTENCE

(Language Arts)

Sentence recipes help students become more aware of how a sentence is formed. Here are sample recipe directions you might try with students:

1. Gather ingredients - paper and pencil.
2. First write down the name of a person such as Tippy or Jess.
3. Add in one action verb, such as gallops, shuffles, skips.
4. Add a pinch of place such as home or school.
5. Do not stir. Write the words on your paper in recipe order. You may need to add a few small words such as "to" or "the" to make your sentence taste right.

Students might write: "Tippy gallops home" or other variations. After some practice suggest that students write recipes for other students. Recipes could be compiled into a Recipe Book.

Richard Latta, Joliet, IL

VOCABULARY TRAINING

For vocabulary training, the children are encouraged to find and cut out words they know in big print in magazines, newspapers, or other printed matter. On a large piece of paper, they paste their words to display on the bulletin board.

For variation, words are cut out and pasted on several sheets of paper to be used for a Word Bank Book. The children must be able to recognize the words before "depositing" them in their bank book. This practice supplies motivation and helps to develop word recognition.

-Veloisa D. Lauderdale, McKinely School, Compton, CA

NEW BOOKS FROM OLD

The problem of obtaining high interest, low vocabulary reading materials was solved with the use of old, unused elementary reading textbooks. Short stories that appealed to the class were cut out and bound with a new cover-manila or cardboard paper. The children helped with the binding, gluing and stapling, Each new booklet was stapled with a title code.

During free reading assignments, the boys and girls made use of these stories. Some were even taken home to read to Mom and Dad with little fear of stigma that these materials came from a grade one or two reading book. Because the students had a part in selecting their stories and binding them, they found a new approach to reading and made considerable progress.

-Lena D'Alessandro, Lovelock, Nevada, Public Schools

"GUESS WHAT?" PICTURE

You can engage your primary-graders in thought-provoking and fascinating conversations by bringing unusual pictures to class and asking for explanations of them. The pictures I use are potical mysteries which take a lot of thinking to describe. Once I brought a picture of a large lacey spider web sparkling in the sunlight. Another picture was an upward look through a several-storied circular staircase.

I put pictures such as these on the end chalkboard with a "Guess what this is?" caption. Every once in a while throughout the day, the children have a chance to look, think, talk and guess about the picture. Just before the final bell we have a class vote on what the picture represents. Afterwards, I tell the children what it really is.

-Priscilla Ware, Highlands

ALPHABETICAL SEQUENCE GAME

This fast-moving game strengthens reading skills while teaching alphabetical sequence to second-graders. To play, you'll need four boxes, each cut with five slits, numbered from 1-5. The slits are for holding cards and should be an equal distance apart on either of the wider sides of the box. Boxes which pencils come in are just the right size and work quite well. The 2"X4" cards can be made out of tagboard. About 60 cards will be needed. On the cards, print in the upper left-hand corner known reading words beginning with varying first letters.

Four players make this game quick and exciting. One child deals five cards to each player. The player puts the first card he receives in slot 1, the next in slot 2 and so on until all five slots are filled. The remaining cards are put in the center so that each player can reach them.

The object of the game is to get the five cards in alphabetical sequence. The person to the left of the dealer begins the game by taking a card from the stack. If he wants to replace one of his original cards with that card he puts the original card in the discard pile. Or, if the new card is no help, he can put it in the discard pile instead. This is the only way he can rearrange the cards.

In order to get his cards in alphabetical order the player may have to exchange all five cards. or if he's lucky, jost one or two or even none. The hint to winning this game is to keep a large range of missing letters between the cards.

-Helen A. Thomas, Seattle.

WE WORK IN THE KITCHEN

KITCHEN	L G R (K) E (I) (T) W V (C) (H) R (E) (N)
COOK	P U S (C) W I (O) (O) F G (K)
BAKE	W S (B) X Z (A) G H (K) T Y (E)
BOIL	A S C (B) U T (O) J (I) W (L)
SPOON	L K (S) D F (P) (O) (O) V C (N)
KNIFE	M O P (K) (N) D R (I) W (F) (E)
FRY	W A S (F) C V (R) U O A (Y)
WARM	U P D (W) L Y (A) N (R) B (M)
HOT	S F (H) J L (O) E R (T) O M
COLD	F G V (C) T Y (O) J (L) S B (D)
WET	H S I (W) R D (E) J (T) O P
DRY	I E (D) U L M B (R) T (Y) U
CLOSED	W (C) (L) Y D (O) R (S) C (E) F (D)
OPEN	T J (O) F (P) X (E) K (N) M
WASH	T A V (W) R (A) U D (S) C (H) Y

CLASS STORIES SPARK READING

By Mabelle H. Klein

In an effort to develop in my special class pupils the desire to read, I tried an entirely different technique. Many of them had been in regular classrooms for several years and had experienced failure there. It was impossible to motivate the older boys and girls with our regular primers. A characteristic of all youngsters is a desire for attention, and to talk about one's self. This may be true to a greater degree with the mentally retarded.

Utilizing this fact, one day I brought some guppies to school, and after a discussion, we wrote a story about them. This evoked a great response, for each child wanted to tell about his own pet. Over a period of weeks we wrote a chart story about every pet.

The boys and girls not only enjoyed reading their own stories, but also those of the other children. In addition, we compiled a variety of games and drills based on the reading chart words. When the pupils were sure of this vocabulary, I made copies of each story for them. These were put into a book and the children illustrated them.

To augment these reading experiences, we visited another class and each child read his own storey. Music and science were correlated to pets and how to care for them. At the conclusion of this activity, the boys and girls took their booklets home to read to their parents. They were highly encouraged by their success in reading and became eager to read other materials.

Mabelle H. Klein teachers at West School, Iowa Falls, Iowa.